Niger - NECS

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Overview

Identification

COUNTRY
Niger

EVALUATION TITLE
NECS

EVALUATION TYPE
Independent Impact Evaluation

ID NUMBER
DDI-MCC-NER-IE-EDU-2014-v02

Version

VERSION DESCRIPTION
Anonymized dataset for public distribution

Overview

ABSTRACT
This impact evaluation uses random assignment at the village level to estimate impacts of the NECS and IMAGINE projects on enrollment, attendance, learning and other education outcomes for primary school-age children in Niger. Wave 1 (baseline) data were collected in 2013. Wave 2 (follow-up) data were collected in 2016.

The evaluation found the improvements in school infrastructure and school resources and the girl-friendly features created under the IMAGINE project have largely been sustained seven years after school construction.

The NECS project alone had a 9.5 percentage point positive impact on primary school enrollment, an 11.1 percentage point positive impact on attendance (measured on the last day that school was open), a 0.15 standard deviation positive impact on normalized local-language test scores, and no impact on French-language test scores. Villages where NECS was combined with IMAGINE infrastructure investments experienced a 10.3 percentage point positive impact on primary school enrollment, a 13.6 percentage point positive impact on attendance, a 0.21 standard deviation positive impact on normalized local-language test scores, and no impact on French-language test scores. The impacts of both projects on enrollment and attendance were slightly larger in magnitude for girls than for boys, but these differences in impacts were not statistically significant.

EVALUATION METHODOLOGY
Randomization

UNITS OF ANALYSIS
Individuals, households, schools, and community

KIND OF DATA
Sample survey data [ssd]

TOPICS

Topic	Vocabulary	URI
Basic skills education		
Compulsory and preschool education		
Educational policy		

Topic	Vocabulary	URI
Children		
Youth		
Education	MCC Sector	

KEYWORDS
IMAGINE, NECS, Niger, Niger Threshold Program, Girls' education, School construction, Early education assessments, Early grade reading

Coverage

GEOGRAPHIC COVERAGE
The program was implemented in rural villages throughout Niger.

UNIVERSE
Wave 1: Households and children ages 5-14 living in rural Niger.

Wave 2: Households and children ages 6-12 living in rural Niger.

Producers and Sponsors

PRIMARY INVESTIGATOR(S)

Name	Affiliation
Mathematica Policy Research	

FUNDING

Name	Abbreviation	Role
Millennium Challenge Corporation	MCC	

Metadata Production

METADATA PRODUCED BY

Name	Abbreviation	Affiliation	Role
Mathematica Policy Research	Mathematica		Independent Evaluator

DATE OF METADATA PRODUCTION
2017-05-05

DDI DOCUMENT VERSION
Version 2 (Original 2014-09-15): The metadata has been updated to include Wave 2 data in addition to Wave 1 data.

DDI DOCUMENT ID
DDI-MCC-NER-IE-EDU-2014-v02

MCC Compact and Program

COMPACT OR THRESHOLD
Niger Threshold II

PROGRAM
Mathematica Policy Research conducted a rigorous evaluation of the component to increase girls' education, IMAGINE (IMprove the educAtion of Girls In NigEr), under the first phase of the Niger Threshold Program, which included the construction of girl friendly schools. Mathematica then conducted an evaluation of the second phase of the Threshold Program, called the Niger Education and Community Strengthening (NECS) project. NECS primarily involved implementing

“soft” activities intended to improve the quality of education, participation in school, and early-grade reading achievement. Mathematica estimated not only the impacts of the NECS project alone, but also the NECS and IMAGINE projects together.

MCC SECTOR
Education (Edu)

PROGRAM LOGIC
The objective of the NTP was to increase the quality of education, participation in school, and early-grade reading achievement, with a special focus on girls.

PROGRAM PARTICIPANTS
Primary school age children in rural Niger.

Sampling

Study Population

Wave 1: Households and children ages 5-14 living in rural Niger. Wave 2: Households and children ages 6-12 living in rural Niger.

Sampling Procedure

The Wave 1 sample contains 204 villages, from which 40 households with school age children were to be selected per village. We encountered 22 villages that had fewer than 40 eligible households, leading to 267 fewer households in the sample than initially anticipated. As a result, our wave 1 sample contains information from 7,893 households, 17,266 children between the ages of 5-14. Village level information was also gathered, as was information that was directly observable for the main school in each village. Information for 202 schools is in the sample. The response rate is 99.9% for households, 94.6% for individual children, and 99.0% for school infrastructure.

The Wave 2 sample contains 194 villages, from which 40 households with school age children were to be selected per village. We encountered 11 villages that had fewer than 40 eligible households, leading to 167 fewer households in the sample than initially anticipated. As a result, our sample contains information from 7,593 households, 13,309 children between the ages of 6-12. Village census data was collected as well as information on the school(s) in the village. Information for 189 schools is in the sample. The response rate is 99.9% for households, 98% for individual children, and 90.4% for the school questionnaire. The lower school response rate is due to the fact that 20 schools were on strike or otherwise unavailable at the time of data collection.

Deviations from Sample Design

For the Wave 2 data collection, we were unable to visit 11 villages due to insecurity in the region. These villages were spread across the treatment groups.

Response Rate

The Wave 1 response rate is 99.9% for households, 94.6% for individual children, and 99.0% for school infrastructure.

The Wave 2 response rate is 99.9% for households, 98% for individual children, and 90.4% for the school questionnaire. The lower school response rate is due to the fact that 20 schools were on strike or otherwise unavailable at the time of data collection.

Weighting

There are no weights included in the public use data.

Questionnaires

Overview

Individuals, households, schools, and community

Data Collection

Data Collection Dates

Start	End	Cycle
2013-10	2013-11	Wave 1
2016-05	2016-06	Wave 2

Data Collection Notes

Please refer to the Niger NECS Impact Evaluation Baseline Report for more information on the Wave 1 data collection and the Niger NECS Impact Evaluation Report for more information on the Wave 2 data collection.

Questionnaires

Individuals, households, schools, and community

Data Collectors

Name	Abbreviation	Affiliation
Centre International d’Etudes et de Recherches Sur Les Populations Africaines (CIERPA)		

Supervision

For Wave 1, the data collection team hired and trained 56 interviewers to collect household and school data. They were organized by linguistic groups into 14 teams, with each team comprised of 3 interviewers led by an experienced field supervisor. The teams were then assigned a region and surveys were conducted simultaneously throughout the country.

For Wave 2, the data collection team hired and trained 44 interviewers to collect village, household, invidual and school data. They were organized by linguistic groups into 11 teams, with each team comprised of 3 interviewers led by an experienced field supervisor. The teams were then assigned a region and surveys were conducted simultaneously throughout the country.

Data Processing

Data Editing

The local data collection firm entered and cleaned the data using The Census and Survey Processing System (CSPro). Double data entry of 10% of the sample was implemented, and the accuracy of the double-entered data with the data that was originally received was checked. During this time, we also conducted preliminary checks on the data set for out-of-scope responses, item nonresponse, and inconsistent patterns, working with CIERPA to make the appropriate adjustments. In addition, we tested and confirmed the ability to merge the household and school data.

Upon receipt of the complete datasets, Mathematica conducted additional cleaning to correct out of range responses, address item nonresponse and inconsistent patterns, and improve the merge rate between the household and the school data.

Other Processing

The local data collection firm manually entered the data using The Census and Survey Processing System (CSPro).
10% of the data were double entered for verification purposes.

Data Appraisal

Estimates of Sampling Error

There are no estimates of sampling error included in the public use data.